

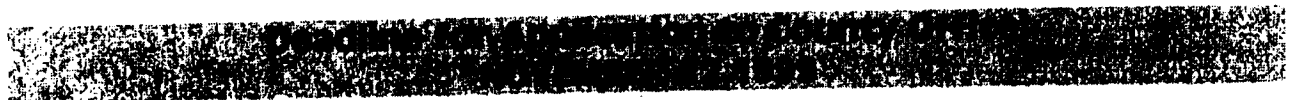
NEW JERSEY

1999-2000
Guidelines and
Application



BEST

PRACTICES ORIGINAL



Category	<u>Bilingual Education & Diversity</u> (Application is limited to one category. See page 3 for details.)		
Practice Name	<u>Fifth Grade Multicultural</u>		
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)	

County	<u>Mercer</u>		
District (Proper Name)	<u>Hamilton Township School District</u>		
District Address	<u>Hamilton Township School District</u>		
	street/p. o. box	<u>90 Park Avenue</u>	
	city	<u>Hamilton</u>	zip code <u>08690</u>
District Telephone	<u>609-890-3723</u>	Fax <u>890-6349</u>	Email
Chief School Administrator	<u>Neil Bencivengo</u>		
Nominated School #1 (Proper Name)	<u>LANGTREE ELEMENTARY SCHOOL</u>		
School Address			

	street/p. o. box	<u>2080 Whatley Road</u>	
	city	<u>Hamilton</u>	zip code <u>08690</u>
School Telephone	<u>609-890-3754</u>	Fax	Email
School Principal	<u>Allan Garvie</u>		
Program Developer(s)	<u>Patricia Robinson</u>		
Chief School Administrator's or Charter School Lead Person's Signature			

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY	
Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	County Superintendent's Signature <u>[Signature]</u>

NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION

Application Requirements:

- ◆ **RESPONSES** to the information and the statements below must be **ANONYMOUS**. No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable) and 4 and **THE NUMBER OF LINES SPECIFIED FOR RESPONSES** to the statements. Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format**. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used. (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be no more than a total of three pages. Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School <input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	Grade Levels K - 5 _____ _____ _____ _____	Practice Name 5th Grade Multi - Cultural Program _____ Number of Schools with Practice 1 Number of Districts with Practice _____

Check the ONE CATEGORY into which the practice best fits.		
<input checked="" type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input checked="" type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. (Maximum of 50 lines for response)
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum* including the *Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). (Maximum of 50 lines for response)
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. (Maximum of 60 lines for response)

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.
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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.

The activities for this practice are presented monthly and include the following:

September: A introductory film is used to show how America is made up of different nationalities. The students' heritages are discussed, family trees are researched, and family crests are created showing the flags or emblems of national origin. The students research and discuss how they are connected economically to the rest of the world through dependence upon various natural resources and products. Art work is created to show essential products which originate in different countries. In addition, Native American Day, and the Jewish holidays are discussed. As part of the integrated language arts program, a Creole folk tale is read, followed by a lesson on Creole music.

October: While reading, "Dive to the Coral Reef", the cultures which depend upon some of the resources from the sea, such as coral, pearls and sponges are discussed. An in depth study of native Americans is continued.

November: In addition to reading "Be an Inventor", the students study Chinese inventions and African American inventors. "The Gold Coin" is a Central American tale. They also read and report on biographies they have read. They choose characters depicting various walks of life and create artistic representations of them for display.

December: Holidays around the world are studied to help the students develop respect for and appreciation of different traditions, religions, and cultures.

January: The students view a filmstrip on Martin Luther King, Jr., and use his "dream" to express their own desires and goals for world peace. Respect for different nationalities, the need for world peace is discussed and solutions to problems are brainstormed.

February: Books on famous African Americans are read and their accomplishments are presented through book reports. In social studies, "heritage hearts" are created to show such things as flags, foods, customs, inventions, and major accomplishments of people from the students' national/ethnic heritage.

March: The students read biographies of prominent women and create portraits of a woman they admire. In reading, "The Marble Champ", a Chicano story is read, and games around the world are discussed.

April: "Breaker's Bridge", is read and the class focuses on Chinese philosophy. A Native American legend is also read and discussed with a review of what was previous lessons.

May: As culminating activities for the year's study of diversity, the classes use the multi-purpose room for two afternoon crafts days during which the students create crafts items representing such groups and nationalities as Native Americans, Japan, Germany, the Ukraine, and the original colonists'. Each class also learns about different customs and gains an appreciation for various food items during the international buffet of traditional dishes brought in by parents and shared with the students.

By the end of fifth grade, the students are very knowledgeable regarding ethnic, racial, and cultural diversity, and come to appreciate the variety of nationalities which make America a great country and unique among the nations of the world. The program promotes high achievement because it is designed to promote high self-esteem, is directly related to each student's personal experiences, and develops an appreciative insight into the positive aspects of their classmates' origins. This program is easily replicated in any school setting and requires little in additional supplies/equipment, other than craft materials.

2. Describe the educational needs of students that the practice addresses and how they were identified. List the Core Curriculum Content and Cross- Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standards.

The educational needs addressed by this practice are those related to the need for understanding in an increasingly pluralistic society, a respect for the rights of others regardless of race or ethnic origin, and an appreciation for the customs and life styles developed by other people in their efforts to deal with and shape their environments. These educational needs were identified through an awareness of the intolerance, lack of understanding, and narrow minded attitudes of the world at large which are often reflected in children.

The key objectives of this practice are to have all students be able to define diversity, respect those around them who share different customs and cultures, and to understand the differences we have, not only within the United States, but also throughout the world. These objectives correspond to the following Core Curriculum Content Standards for *Cross- Content Workplace Readiness*: (1.) All students will develop career planning and workplace readiness skills, including the ability to demonstrate employability skills and work habits, such as work ethic, ... and getting along with others, needed to get and keep a job. *Language Arts Literacy*: (3.1) All students will speak for a variety of real purposes and audiences; (3.2) All students will listen actively in a variety of situations to information from a variety of sources; (3.3) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes; (3.4) All students will read various materials and texts with comprehension and critical analysis. *Social Studies*: (6.5) All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world. (6.8) All students will acquire geographical understanding by studying human systems in geography.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

Included in the variety of assessment measures used to evaluate the effectiveness of this program are the following: teacher made tests, standard tests, oral reports, participation in class discussion, written reports and essays, and projects related to the objectives. Informal assessment includes teacher observation of student behaviors, socialization skills, conversation with others and the degree to which students participate in discussions and the multiple activities of the practice.